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THE
RATIONAL METHOD
IN
: READING :

BY
EDWARD G. WARD



PRIMER

• PART I •
READING BY THE WORD METHOD
• PART II •
SIGHT AND PHONETIC READING
COMBINED

SILVER BURDETT & COMPANY

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PICTURE FOR A STORY.

THE RATIONAL METHOD IN READING

*AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK
THAT LEADS RAPIDLY TO INDEPENDENT AND
INTELLIGENT READING*

BY

EDWARD G. WARD

SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N.Y.

ASSISTED IN THE PREPARATION OF THE LESSONS BY

MRS. ELLEN E. KENYON-WARNER

Primer

(FIRST HALF-YEAR'S WORK)

PART I READING BY THE WORD METHOD

PART II. SIGHT AND PHONETIC READING COMBINED



SILVER, BURDETT & COMPANY

NEW YORK BOSTON CHICAGO

THE RATIONAL METHOD IN READING.

PRIMER.

Material: Conversations.

First
Year.

PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

FIRST READER.

Material: Conversations and Stories.

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FIRST SET. To Accompany the Primer.

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DEC 11 1890

PREFACE.

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but *part* of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method, and understand the underlying principles, well enough to be safe in making such deviations from the beaten track as may seem to them good.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn; the *lessons* are mainly the work of *Mrs. Ellen E. Kenyon-Warner*, whose rare skill and patience, no less than her practical acquaintance with class-room work, have rendered her an invaluable assistant.

The publishers have beautified each book by the insertion of two reproductions of famous paintings and two colored story-pictures. These should be used as material for language lessons.

AUGUST, 1896.



C. Burton Barber.

FRIENDS OR FOES?

PRIMER.

PART I.

READING BY THE WORD METHOD.

I you see

I see!

I see you!

I see!



Do do me

See, see, see.

See me.

Do see.
Do see me.
Do you see?
I do see.



Do you see me?
I do see you.
Do I see?
You do see.

Do I see you?
You do see me.
I see; do you?
I do.
You see; do I?
You do.

Jack	sees	Does	does
------	------	------	------

See Jack.
Do see Jack.
See me, Jack.
Jack, see me.
Do see me, Jack.
I see you, Jack.
Do you see me?

Does Jack see?

Jack sees.

Jack does see.

Does Jack see me?

Jack sees you.

Jack does see you.

I see; you see; Jack sees.

I see you.

Jack sees you.

Jack sees me.

Jack, Jack, see me.

Do see me, Jack.

Jack does see you.

Do you see Jack?

Well well and



You and I.

Jack and I.

You and Jack.

You and Jack and I.

Jack and I see.

You and Jack see.

Do I see well?

You do see well.

Does Jack see well?

Jack does see well.

You see well.

I see well.

Jack sees well.

Jack sees you and me.

Jack sees you well.

Jack sees me well.

Well, Jack!

Well, well, well!

See Jack and me.

I see you and Jack.

I see you well.

Look	look	looks	at
------	------	-------	----

Look, look, look.

Look at me.

Look at me well.

Do I look well?

You look well.

You do look well.

Well, look at Jack.

Does Jack look well?

Jack looks well.

Jack does look well.

Jack looks at you.

You look at me.

I look at Jack.

Does Jack look at me?

Jack looks at you.

Jack looks and sees.

Jack and I look.

Jack sees me look.

Look at me, Jack.

Do you see me look?

You and I and Jack look.

Look at Jack and me.

See me look at Jack.

See Jack and me look.

a dog the dog



I see a dog.

Do you see a dog?

Does the dog see me?

Look at the dog.

Does the dog look well?

The dog looks well.

You and I look well.

Look well at the dog.

Does the dog look at me?

The dog looks at you.

See the dog look.

The dog sees you and me.

Does a dog see well?

A dog sees well.

A dog does see well.

Do you see a dog?

I do see a dog.

I see you and the dog.

Look at dog Jack.

Look well.

I do look well.

I see the dog.
Does the dog see me?
Dog Jack does see you.

Look at the well, dog.
The dog does look.
Does the dog see?
The dog sees the well.

The dog sees you.
Well, I see the dog.
The dog sees me.
Well, you see the dog.
Look, dog, look at me.
Look at Jack and me.
The dog looks well.

not

Do not look.

Do not look at me.

I do not look well.

Look well at the dog.

The dog looks well.

Does Jack see a dog?

Jack does not.

Does not Jack see?

Jack does see.

Jack sees well.

See the dog look.

I see a dog. Do you?

I do not. Does Jack?

Jack does not.

The dog does not see you.
You do not see the dog.
Look well and see the dog.
Jack and I do see.
Does not the dog see you?
The dog does.
Does the dog see Jack?
The dog sees Jack and me.

Does the dog look well?
Look at the dog and see.
The dog does not look well.
I see the dog does not.

Does a dog see well?
A dog does. I do not.
Does Jack see?
Jack does not see well.

See! The dog looks well.

The dog looks at Jack.

Jack looks at the dog.

Jack does not look at me. The dog does.

Do look at me, Jack. See! the dog does. The dog does well.

a boy	the boy
a girl	the girl

A boy and a girl.

A girl and a dog.

A dog and a boy.

See the boy.

Look at the girl.

Jack sees a boy.



I see a girl.

The boy sees a girl.

The girl does not see the boy.

The boy looks at the girl.

The girl looks at Jack.

The boy and the girl see me.

Does the boy look well?

The boy looks well. The girl does not.

Do I see a girl?

You do not. You see a dog.

Not a girl do I see.

Not a boy does Jack see.

Does a girl see?

A girl sees well.

Does a boy see?

A boy looks and sees.

I see the boy and girl.

The boy and girl see me.

The boy looks at the girl.

The girl looks at the dog.

The dog looks at me.

like	he
likes	He

I like Jack. Does Jack like me?

He likes you well.

Does he like the boy?

He does not.

Does he like the girl?

He likes the girl.

Well, he likes you.

Not he.

Does the girl like me?

The girl does not. The girl likes me.

Does the boy like the girl?

He does not; he likes Jack.

Jack likes you and me.

You and I like the boy.

You look like a boy.

Well, you look like a girl.

Does Jack look like me? Does he
look like a dog?

He does not. He looks like a boy.

See the girl, Jack; see the girl!
Do look! do!

She	she
-----	-----

Does the girl like me?

She likes Jack and me.

Does she look like me?

She looks like the boy. She does not look like you.

Does she see well?

She sees well.

Does she look at you?

She does not. She looks at the dog.

Does she look at Jack?

She looks and she sees.

She does not look well.

Does Jack look at the girl?

He does. He looks at the girl and me.

Do you like me, Jack?

I do, boy, I do.

Does the girl like me?

She does. She likes you well.

Well, I like you and the girl.

Am	Are	Is
am	are	is

Is Jack a boy?

He is not. He is a dog.

Am I a dog?

You are not. You are a boy.

I am Jack. I am not a dog. I am not like a dog.

I am a boy, not a dog.

You are like me; are you not?

Look at me and see.

You are a boy. You are like me. You are not like the dog.

You are a dog, Jack. You are not like me.

The girl is not like the dog. She is like me. She looks like me.

Well, I like the girl.

Are the boy and the girl well?

He is well; she is not.

She looks well; he does not.

Look at me, girl; are you well?

I am well, boy. Do I not look well?

You do look well. You look like Jack. He looks well and he is well.



want

wants

bread

good



Look at Jack.
I want you, Jack.
He looks at the
bread.

He looks at me.
Does he want the
bread?

He wants the bread.
Is the bread good?
The bread is good.
Jack is a good dog.
He likes good bread.

Am I good?
You are good, and Jack is.

Is the bread good ?

Are the boy and girl good ?

The boy and girl are good.

I am a boy. I am not a girl.

I want bread.

Does the girl want bread ?

She wants good bread.

She likes good bread.

eat	eats	to	it
-----	------	----	----

Look at the dog.

He looks at the bread.

He wants it. He wants to eat it. He
sees it is good. It is good to eat.

Is a dog good to eat ?

Am I ? Are you ? Are the boy and
the girl ?

I like to eat bread; it is good. I eat it and eat it.

Am I good like you?

You are. You are a good, good boy.

Are you good?

I am. I am good like you.

Is the bread good to eat?

It is good. I eat it, and you eat it. The boy eats it. The girl eats it. She wants the boy to eat it. He wants to eat it.

I want bread to eat. I like it.

Does the girl want Jack to eat?

She does. She likes to see Jack eat.

Does Jack want to eat?

He does. He wants to eat bread.

him	her	give	gives
-----	-----	------	-------

The bread looks good.

It is good. I want it. Give it to me.

Jack wants it. Do give it to him.

I do not want to. I want to eat it.

The boy eats bread. I give it to him.

He gives it to the girl.

Is it her bread?

It is not her bread. I give it to her.

I give her good bread. She gives it to the boy. She likes him. He is a good boy.

I give him bread to eat. I like to see him eat.

Is the girl like him?

She is good like him.

Is he like her?

He is good. I like him. I like her.
She likes him. He likes her.

See her give him bread. He eats her
bread. I like to see it. It looks good,
does it not?

What	what	That	that
------	------	------	------

What is that? I do not see it well.

It is bread. That is what it is.

Is that bread good? Is it good to eat?

It is good to eat.

That boy wants it.

What boy wants it?

That boy at the well.

At what well?

At that well. Give it to him.

See that! He
does not want it.
What am I to do?
Give it to that
girl.

What a good
girl she is! I
give her bread.
She gives it to
that dog.

What? What
does she do?

She gives her bread to that dog.
Dogs like good boys and girls.

What does a girl like to eat?
What does a boy like?
The girl and the boy like bread.



What does a dog like to eat?

What do you like? Do you eat bread?

Not that bread; it is not good.

ail	ails	ill
-----	------	-----

What ails that dog? What does ail him?

He is ill. That is what ails him.

He does not look ill. He looks well.

He is ill. He does not eat.

Does he not eat that bread?

He does not. He does not want to.

Well, what ails that girl?

She is ill like the dog. She likes bread.
She eats it and eats it.

Is that what ails her?

That is what ails her.

Is it good to eat like that?

It is not good.

I am not ill. Are you?

I am not. That boy is ill.

What ails him?

He eats and eats like the girl.

What am I to give him?

Give him that and that.

Give him what? I do not see.

have has too

What has that boy?

He has a dog.

Have you a dog, too?

I have a dog, too.

Give him that bread you have.

The girl gives him what she has.

The boy gives him what he has.

Does he eat it?

He does not. What ails him?

He does not like bread. He is too ill to eat. He is too ill to look.

What a good boy you are! You have bread. You give it to the girl.

She is good, too. She gives her bread to me.

You and she are too good.

Do you like to eat?

I have to. I do not like to. I am ill.

That boy has to eat, too.

What does he have to eat?

He has what he likes.

Well, what does he like?

He likes good bread.

make makes fruit much



What is that, Jack?

That is fruit. Does it not look good?

It does look like good fruit.

Have you much fruit?

I have what you see.

Well, do not eat too much. Too much fruit makes boys ill.

Fruit does not make me ill. It makes me well. It does me much good.

Make the dog eat fruit, too.

I do not like to. It makes dogs ill. Dogs do not like fruit. That dog likes bread.

Does the girl make much bread? Does she have to make it?

She has to. She makes it to eat. I have to make bread, too.

Do you make much?

Not much. I do not like much bread. I eat much fruit. Jack eats much bread. He eats too much.

What Jack eats too much? Jack the boy? Jack the dog? What Jack?

Jack the dog eats too much.

Does he eat too much fruit?

He does not. He does not like fruit much.

Here here any some

Have you any fruit?

I have some here. Do you want some?

I do not want any. The girl wants some.

Here is some. Do not give her too much.

She is not well. She is ill. What ails her?

She eats too much. That is what ails her.

Well, do not give her any fruit.

What makes you like fruit?

It is good. Have you some here?

I have not any here. I have some at the well.

Does any boy here want fruit?

Does any girl want some? .

I do not eat fruit. I want some bread.

Here, Jack! Here is some bread.

Do not give Jack that. Give it to me.



You are a boy. You are Jack. That dog is Jack, too.

Make Jack look at the fruit. Make him eat some.

Here, Jack, look at that.

He does not look. What ails him?

What ails him? Look and see. Well, well! What a dog you are, Jack! What a dog you are!

an apple apples egg eggs

Here is an apple, Jack.
Here is an egg, too.

I do not want an apple.



Apples make me ill. I do
not eat much fruit.

Do you want any eggs?
I have some. I like eggs and bread.
The boy wants to eat eggs.

Give him some. Give the girl an egg, too. She has some fruit.

The girl does not want an egg. She wants some apples.

Well, do not give her any eggs. Give her what she wants. Give her some fruit. Give her some bread, too. Do not give her too much. Do not make her eat too much.

What makes you look at me?

I like to look at you. You are good to me. You give me apples and eggs.

Well, here is an apple. Here is an egg, too. Look at Jack, not at me. I do not like it. Jack does.

What a good girl you are! I have to look at you. I like you.

Can	can	of	milk
-----	-----	----	------

A can of milk.

Here is a can of milk.

Can I have any of the milk?



You can have some of it. You can have an apple, too. And you can have an egg.

You are too good to me.

Am I good to you? Well, I like you. You are good to me, too.

What is that? Is it milk?

That is a can of milk. It is good milk, too. That is what I like.

I want some of it. Can I have any?

I can not give you much. Have some of the fruit. Have an apple and an egg.

Apples and eggs are not good. I do not want any. And I do not want any fruit. Fruit makes me ill. Give it to Jack. Here he is. He has not any fruit.

Jack's	boys	dogs	girls
they	boy's	dog's	girl's

What do boys and girls eat?

Boys and girls eat bread. They eat fruit, too. And they like milk.

Do the boys make bread?

They do not. The girls make it.

Do dogs like bread?

They do not. They can not eat it well.

Well, give Jack's dog some apples.

Dogs do not like apples. They do not like any fruit. They cannot eat it.

What are you, Jack?

I am a dog; a good dog.

Are you a boy's dog?

I am not. I am a girl's dog. Boys are not good to me. They make me eat bread. I do not want to. What the girls give me is good.

Well, here is some fruit. That is good.

I do not want any of it. I want some of that milk. It looks good.

That is Jack's milk. He wants some of it. And some of it is not good.

Well, I do not want Jack's milk. I am not Jack's dog.

Go go goes going for

What are you eating?

I am eating some fruit.

Do not eat that. It is not good for you.
You are not looking well. Here is some
milk for you. I have a can of it. Here is
an egg, too.

Are you going to make bread?

I am. I am doing it for you. Bread is
good for you.

Do the boys go for milk?

They do not. The girls go for it.

Do the boys like milk?

They like milk and fruit.

Go for the milk, Jack. Here is the can.

I can not go. I have to see a boy.

I do not like Jack. He does not go for the milk. The girl does. She goes for the bread, too.

Go for the milk, Jack. Go, go, go!

Is the boy ailing?

He is not. He is well. It is the girl that is ailing.

What ails her?

She goes for milk too much.

Can Jack see her do that?

He can and he does. He is not a good boy.

Make him a good boy. Make him go for milk. Make him go for eggs, too.

I cannot do it.

Well, I can; I can; you see.

drink drinks in take takes



I want a drink of milk.

Here is the milk in the can. Take a good drink of it. It will do you good.

Do the girls drink much milk?

They do. It is good for girls and boys. They are going for some.

Take the can, girls, and go.

Take the dog, girls. He wants to go, too.

For good boys I have fruit. For good girls I have milk. They like what I have.

Take some of the fruit, Jack. Drink some of the milk, girls. Take an egg and an apple.

Go for the milk. It is in the can. The can is in the well. Take the dog. Do not give him any.

Well, well, well! What is that dog doing? He is drinking the milk. He drinks and drinks and drinks. Jack takes the can. He drinks some, too. The milk is going.

Look into the can. Can you see any milk in it?

I cannot see any.

Jack and the dog like milk. They like it too well. They drink too much of it. That is not good. I do not like it.

Where where There there all

Where are all the boys and girls?

There they are, drinking some milk.

Take all you want. I have some here, too. You can have all there is.

Where do you go for milk?

I go where Jack goes. He goes where there is good milk.

Does he go for eggs, too?

The boys are looking for me. They do not see where I am.

I am in here, boys. Look in. See what

I am doing. There are some apples here. They are in a can. I am eating some. Do you want any? You can all have some. You can take all you like.

Where is that boy? I want him.

There he is; he is ailing. See, he looks ill. Do make him well.

There, boy, take that. Drink it. Drink it all. It is good for you.



He takes it. He drinks it all. That is good.

Will	will	old	cow	cows
------	------	-----	-----	------

Will, go for the old cow. Will you?

I can not go. What do you want of her?

I want to milk her. I want milk for the boys. They will all want some.

There is a can of milk.

Where is it? In here?

It is in the well. Look, and you will see.

Is that all there is? That will not do at all. It is old milk, too. It is too old for me. I do not want any of it.

What are you eating in there?

I am not eating. I am drinking milk.

Well, I am going for some, too.

Where will you go for it?

To the old cow. There she is. Here, old cow! here, old cow! Give me some milk.

Some old cows are good. They are willing to give milk. That old cow is not good. She will not give much.

Come come comes play plays with

Come and play with the dog.

Come here, dog. Jack
wants to play with you.



He will not come. He
wants to play with the
cow. There she goes. She will not play
with him. She is too old to play. And
she does not like dogs.

Do any cows play?

They do not. They cannot play at all.

Can an old dog play?

Any dog can play. That old dog likes
to play. It is all play with him. He
plays too much for me. Come with me
and see him play.

There goes Will with the dog. Where are they going?

They are going to play.

I am going, too. Come with me, will you?

I can not come. I have to milk the cow. See, I have the can with me.

water	full	out
-------	------	-----

Here, Will! I am out of water. There is not any in the can. Go for some water. Go out to the old well. The water there is good.

I can not take the can. It is full of milk. Can you not do without water?

I can not. Where is the milk? Give it to me. I will take it out. There! take the can with you.

I can not go. There is an old cow there. You come with me. I will not go with out you.

Has the water come? Is Will here with it? Is the can full of it? Where is it?

The water has come. The can is full of it. It is out here. It is good water.

Do not drink all the water. Give the old cow some. Here, old cow! take all you want. What a good old cow!

Go out and play, boys. Take Jack out with you. He is full of play, like you.

them	We	we	us
------	----	----	----

We play with the dogs. We like them. They like us, too. They come to us for

water. They look at us. We give them a can full. They go out full of play.

Cows do not play. We can not make them. They do not like to play. That cow is too old, too. What she likes is eating. She likes to drink, too. She drinks that good well-water.



The boys are going somewhere. They want us to go with them.

We can not go with them. We can not go anywhere. There is too much to do.

They will want to eat and drink. We will give them an

apple. We will give them an egg, too. We will give them all the milk. There is a full can. Take it all, boys; take it all.

Look at us, boys. See us go to the well. The cow goes with us. She wants water. She looks to us for it. She cannot go for it. She has not any can.

Tell tell	Let let
-----------	---------

Tell us where you are going.

I cannot tell. Will does not want me to.

Well, let me see; I can tell. You are going to the water. The dogs are going with you. Do not let them go into it. Tell Will not to let them.

They are not going with us. We will not let them. We want to go without them.

Jack is playing in the water. We do not like him to do that. Tell him to come out.

He is looking at us. He will not come out. He is too full of play.

Well, let us go. Let us go for some milk. We will have a good drink.

Jack cannot have any. He is not good. Tell him that, will you?

Let Will go with us. Tell him we want him.

Yes	No	no
-----	----	----

There is no water. I have to go for some. Will you come with me?

Yes; and we will take Jack.

No, Jack cannot come with us. He likes to play too much.

Yes, he does like to play. Well, let us go with out him.

No, no, Jack, you cannot come. No, no, I tell you. Go with the girls for the cow. Is he going?

Yes, he is a good dog. He does what I tell him to. There is no dog like Jack.

The old cow is looking at us.

Does she want
some water?

Yes, she does. Let
her drink all she will.
We like you, old cow.

Yes, yes. You are a good old cow. There is no cow like you. There is no dog like Jack.



mak ing	giv ing	com ing
---------	---------	---------

What are you making, girls? Let me see. Is it bread?

Yes, we are making bread. It is for that boy. He is good to all. See him giving the dog a drink. All the dogs like him. See, he is giving the cow an apple. She likes him, too.

He is making you good, too. You want to do what he does. Looking at him does you good.

Are you coming with me?

No, I can not. Jack is coming to see me. He will want me here. The cow is coming, too. I have to milk her. You will

have to go with out me. Go with out any of us.

What are you giving that dog? Eggs?

No, I am giving him apples.

I will not let you give him apples. They are making him ill. Do you not see they are?

No, I do not. He is not eating them. I do not let him. I am giving him play apples. I am making them of bread. He plays with them; that is all.

lik ing	hav ing	tak ing
---------	---------	---------

The dog has no liking for bread. He goes out with out taking any.

Where is he, Jack?

He is having a good drink. He is out at the well. Let us go and play with him.

What are you taking with you?

A can of milk to drink. I have a liking for milk. You can have some, too, Will. The can is full.

See! There are some boys out there. What are they doing?

They are having a good play. The girl is playing with them. It will do her much good. I let her go.

Jack, Jack! The dog is taking your milk. He will drink it all. What a liking he has for milk!

Jack will not let the dog do that. He does not like that play. He is taking him to the well. He is giving him water to drink. That is all he can have.

How stay stays picture



How good the water looks! Let us stay
and look at it. See! there is a boy in it!
Well, well! it is I. And there *you* are,

too! We are here; we are in the water. How is that? I cannot make it out.

We are not in the water, Jack. The water makes a picture of us. That is all.

Is that a picture? It does all that I do. It goes where I go; it stays where I stay. It is a picture for all that.

How do you make that out? How can the water make a picture?

I cannot tell you how. You see it does make it. That will have to do. Come, let us go for the cows.

Will the picture stay here?

It will not.

Will it go with us?

No, it will not. It will not go and it will not stay.

How is that? I cannot make it out at all.

home day again Frank



Come with me to the water, Frank. I want to see the pictures again.

I cannot go to-day. There is too much

to do. The cows have not come home. I am going to look for them. I have to go for bread, too. And we are out of eggs again. Stay home to-day, like a good boy.

I will, Frank. And I will go for the bread. I will look for eggs, too. I will do all I can for you.

You are a good boy, Jack. Stay home. The water will not go. It will stay home, too. Some day we will see it again. It will make us pictures again. We will take dog Jack. It will make a picture of him.

Frank is home again. He has the cows with him. Jack is home, too. He has the bread and the eggs. Will Frank take Jack to the water? Will he take him to-day? Is there too much to do?





PICTURE FOR A STORY.

PRIMER.

PART II.

SIGHT AND PHONETIC READING COMBINED.

TO THE TEACHER. — Do not begin to use this part of the book until you have fully carried out the instructions given in the Manual under the heading, "Second Stage of the Work."

By way of preparation for each lesson, have the phonetic words that occur therein, written on the blackboard with the proper marks, and read by the scholars (several times, if necessary) as a blend-drill.

PHONOGRAMS. — f, l, m, n, r, s, — ā, ē, ō, — ight, ights, ing, ings.



What are you
looking at, Rāy?

At that old
ram. What ails
its knēē?

I'll go and see. Where is the ram?

In the fold. There is a lamb there, too.

Oh yes! I see them. The lamb is playing.
Let us go in and look. We cannot see
well here.

Do not go into the fold. The ram likes
to fight.

He will not fight me. He likes me too
well. I give him water.

Come, old ram! Let me see your knēφ.
Let me see it, I sāy.

Is that a nail in it? No; it is not. I
see what it is. I will take it out for you.

It will not heal without water. Come
to the rill with me. The water will make
your knēφ well. Come, come, I tell you!

The old ram will not go. He does not
know much.

Did did

Where are you going, Sam?

I am looking for that rat.

He ran out here. Did you see him?



Yes, I did. What a fat rat he is! He sat looking at me.

Has Jack seen him?

I do not know.

Where did he go?

I cannot tell you. I did not see where he ran.

Here, Jack! Go for the rat. Did you see him eating your meat? He might have eaten it all. I have seen him in the meal, too. We cannot let him do so.

Go for the rat, Jack! Where is he?
You do not seem to know. Did you not
hear him?

That is right, Nan. Take Mat out to
play. Do not let him fall. Let him play
in the sand. Make him a seat there.



Here we are, Nat! Let us play in the
sand. Māy I sit here with Sam? He has
a good seat.

Yes, and Māy māy sit there, too.

Take a seat here, Māy.

I do not want a seat. I want to mold with sand. I will mold a cow. What will you mold, Nat?

I will not mold. I will sit here and sing. I want to look at the sea.

What is that out there? Is it land? I cannot see it well.

Is not your sight good?

Yes, it is. There is too much light.

Look at Mat! He will fill your ear with sand. Do not do that, Mat. We will play with you.

Let us all form a ring. We'll sing for Mat. Do not sing sō lōw, Nan.

Mat sings, too, like a good boy. He sits in the ring and sings.

What is that, Māy? Can you tell me?

It is a gnat. There are a good many here. Will you have a fan?

No. I do not like it here. Let us go for a sail.

Do you mean to take Mat?

Yes. Have you given him some milk?

Yes, and some bread, too.

You're a good girl, Nan. We cannot do without you. You māy come with us.

on	end
----	-----

Can you knit, Māy? Can you knit a mat?

Yes. I can knit a mitt, too. I can knit without looking.

Are you making a mitt? Is it for Rāy? Will it fit him?

Fold the mitt and lāy it here. We want you to come and play. Here is Māy, girls.

Where did you lāy your mitt, Māy?

On the end of the seat.

Jack will make an end of it. He is full of play.

He'll not see it. He is here with us.

Go and take it in, Māy. It is not right to lāy it there.

I'll send Mat for it. Tell him to go, Rāy.

I did tell him.

Did he hear you?

Yes, he did. There he goes.

Here we are at the rill. Take the ōar, Māy. Where is the water going? Does the rill end anywhere?

The rill goes on and on. It goes to the sēá. That is the end of it.

Has the sēá any end? Does it go on and on, too? Does it go like the rill?

No, it is not like the rill. It has nowhere to go. It has no end.

other one

Where are we going to play?

Right here on the old scow. We can have a sail.

We cannot sail on the scow. One end is on the land. The other is full of sand.

Well, we can play we sail. One end is in the water. We will play on that one. We will not look at the other.



See me rōw. I'm giving you all a sail.
Let us all rōw.

Look at that ēol. Here is another one.
There are a good many of them.

Look out, Jack! You'll fall in. That
will end your playing.

Do not tell me that. I ~~know~~ too much to fall in.

What is that, Māy? It looks like an egg.

It is not an egg. There! Jack is in the water! Well, well! some boys do ~~know~~ sō much!

kind	ever
------	------

Mother is canning fruit.

What kind of fruit?

Oh, many kinds. It is all good fruit.

Mother does not can any other kind.

Does she ever can apples?

No, never. We never see apples in cans.

What kinds of fruit are good for canning?

Whatever kind you like.

Does your mother ever can any fruit?

Oh, yes. She likes to do her own can-
ning. Some fruit is sold in cans. She
does not like that kind. She'll can a good
many kinds.

thing	put
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What is that thing? Tell me, Rāy.

I do not know. Sam will tell you. He
put it there.

What is that thing for, Sam?

It is to play with. Do what ever you
like with it.

Māy I put sand in it?

Yes. You māy put water in it, too. It
is a watering can.

I do not see anything to water. I do not want the can. Where am I to put it? Do tell me.

Put it anywhere you like. Is it full of water?

No; I did not put any water in it. I'll put it with the other playthings. I'll put them all to rights.

That is kind of you, Will. Here is something good to eat. It is an egg and some meat. Come, Jack! You māy have some, too. Jack likes good things to eat. All dogs do.

What do you sāy, Jack? Sāy something good for the meat. That is a good dog.

Māy I give Jack some bread? No, he does not like it.

ate



Let us all take seats. Let us play it is night. There is not one rāy of light.

How do you do, Rāy? We are playing it is night. We cannot see, can you?

How do you play it is night? Let me see. Māy Jack and I play, too?

Jack does not ~~know~~ how. He will not do what we tell him. He wants to see the sights. Dogs cannot play what we are playing. You might have ~~known~~ that.

It is not night. Rāy and I can see the light. Let us have something to eat. Tell me what *you* will have.

Not much of anything. I'm not well. I'll take a drink of water. Is the can full?

Oh, yes! let us play we're ill. Here is Māy. She'll play, too. Has she eaten anything?

How do you do, Māy? Did you see us all eating? I'll tell you what we are playing.

Jack ate some meat and an egg. Sam ate some bread and milk. I ate bread without milk. Rāy ate some fruit. He ate too much. He is ill. It is all play.

I am ailing, too. I cannot tell you how ill I am. I did not have anything to eat.

We will give you some apples. Fruit will not make you ill. It will do you good. How many apples will you have?

Here is a drink of milk, Rāy. How much do you want? I will put some water in it.

No, do not do that. I do not like milk and water.

Well, do not make a fuss. I'll not put any water in it. See! I cannot do sō. There is no water here.

seed grass

What kind of seed is that, Sam? Where are you taking it? Your can is full of it.

It is grass seed. I am going to sōw it. Do you want to come with me?

Yes. Let me see how you do it. Māy I sōw some of the seed? What is grass good for?

We like to look at it. The cow likes to eat it. The lamb and the ram like grass, too. It makes them fat to eat it.

Is it not late to sōw grass seed?

Not too late. One cannot sōw it in the snow.

Will you mōw the grass in Māy?

Ōh, no! not in Māy. There is never much grass in Māy. You māy water the grass seed, Fan.

Will you lend me your watering can?

Yes. Send Jack for it.

Here is Jack with the can. It is full of water. Did Nan fill it for you, Jack?



Good Jack! You are a knowing dog! Good Jack! There is no other dog like you.

What a fuss you make with Jack!

Well, he likes it.

What ails the can? The water will not come out. I cannot water the seed with it. You will have to mend it.

It is all right. Mat put sand into it.
There! I have taken it out.



Did you do it with that tool?

Yes; it is a good tool for that.

Water, water, fall on the seed. The
seed will swell. The grass will come
with out fail.

How will it come, Sam?

No one can ever know that.

this way

Look this way, Rāy. What is the mean-
ing of this? Jack and another dog are
fighting.

The other dog ate Jack's meat. It lāy
on the grass. He did not know Jack put
it there.

Do not let them fight. Send the other dog away.

I'll put an end to this fight. Look out, Jack! Do you see this can of water?

There it goes! And away go the dogs!

That is a good way of ending a fight.
Māy I put the can away?

Yes. What is that other dog's nāmō?

It is Lēō. He comes here and fights
with Jack. He comes with Nat Mōōrō.

Is this Nat Mōōrō?

Yes, this is Nat.

Well, Nat, do not let your dog fight.

Dogs *will* fight. It is a way they all have.

It is not a good way. I do not like fighting dogs.

You cannot know Lēō without liking him. He is a good dog. I will not let him fight any mōrø.

horse Mr.



What a lēan old horse! He is lāmø, too. Is he for sālø?

No, he is sold. We sold him to Mr. Mōørø. He is sāfø with him. Mr. Mōørø is a kind man.

I like a horse with a good mānə. This one has not much of a mānə.

It is all the sāmə to Mr. Mōṛə.

Do not fēar, old horse. You'll have littlə to do. You'll have much to eat. You'rə going to Mr. Mōṛə. You'll like him. He is a good kind man.

He does not want to go away. He likes us all sō much.

He is too old and slōw for us. Mr. Mōṛə wants him for the mōwīng. An old horse can do that.

He is a good old horse. We all like him. We do not want him to go.

I will give him this apple. See how he takes it. He eats seeds and all.

Here comes Mr. Mōṛə. Old horse, you are going away



up	down
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Is this the ram with the sōrē knē?

Yes. It is the right fōrē knē. See how well it is healing.

How does it fēel, Mr. Ram? You did not go down to the rill. The rān did you good. It ran down on your sōrē knē.

See him look up at me. He does not know what to sāy.

The ram's hearing is not good. He is old, like the horse.


I like the old ram. I like the old horse, too. Mr. Mōrē likes the horse.

Let us go down this lānē. We will go down to the landing. It is nēar the mill.

Will you go rōwīng with me?

Not to-night. It is too late. I like it here in the lānç.

Sō do I. Hear the cows lōwīng. See that falling lēāf. What is this down in the grass?

Do you not know? It is a  snail. Do not take it up. I do not like its looks.

I do. I like you, little snail. I will not take you up. I want to see how you go. How do you go, Mr. Snail? Can you hear me? You do not seem to. You do not go like a horse. Look up at me, Mr. Snail. You do not seem to see me. What is that? Is that your ēār? Can you sing? Sam and I can. We can sing well, I tell you.

get	wet
-----	-----

Do not knēēl down there in the grass.
You know mother does not like you to.
You will get wet, Jack. Get up out of
the wet grass. See! we are going to
have mōrē rāŋ. Let us go in right a way.
We cannot get to the mill to-night. We
are not like your old ram. The rāŋ will
not do us good.

Yes, we'll have to go, Mr. Snail. Mother
does not want us to get wet. Good night!

Mr. Snail will get a good wetting. He
likes the rāŋ. All snails like to get
wet.

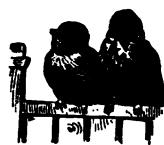
Let us play horse. See how we go up
the lānē. We do not go like snails.

Look up there, Jack. Did you see it lighten? There! The rain is coming down.

You are a wet horse, Jack. I am wet, too. This will not do at all, Mr. Horse.

bird	birds	from
------	-------	------

See the little bird up there! Its mate lit on that other rail. Where did it come from?



What kind of bird is it? See it flit from rail to rail.



Look! here come more birds. I see four. How free you are, little birds! You can roam where you will. How do you get up there? Do you ever get wet?

What are you sāying to one another?
What are you singing up there?

Do not sōar away from us, little birds.
Let us come nēar you. Where did you
come from? What do you like to eat?
Tell us. We will get it for you.

Come with us, little birds. We will give
you some bread. Do not go away from
the railing. I like to see you sitting
there.

There *you go! You are up and away.
You will not come down to me. Do come
down here, little birds!

over	now
------	-----

The rāin is over now. It did not rāin
much in the night. The sand is not wet.

Mat is molding a lōaf of bread. I will make a littlē rōll. See me rōll it over and over.

Sam is out rōwing now. Nan is sōwing seed in the sand. It is play seed. It will never come up. Good seed swells with the rāyn and comes up. This seed will not do sō.

Jack is filling the watering can. The seed is all sōwn. Now he will water it.

This water is from the rill. That is the rill over there. Can you hear it flōwing?

I want to see it flōw over the sand.

See where Jack is now. How did he get over the rill? What is he getting over there?

Where does the rill come from? Little bird, can you tell me?

§

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 2.



Is that your knit-
ting, Rōsø?

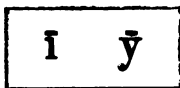
Yes. I have fōur
rōwș to knit. That
is not many, is
it?

Fold it up and
put it away. Now
come and look at the snow. It snowș
and snowș. See how the snow fallș down,
down, down.

Rover sees the snow. He seemș to like
it. He goes out and plays in it. See him
rōll over and over.

He hears what we sāy. He gives one mōrē rōll. He comes and looks at us. He meāns to sāy, "Come out!" He tells us the snow fēels good.

Sam goes out, too. He knēels in the snow. He forms a snow man. Do you know what it is, frīend Rover?



TO THE TEACHER. — See paragraphs 2 and 3 on page 18 of the Manual ; also Phonetic List No. 3.

Did you put this milk over the fīrē?

No, Rōsē did. See how it fōams up. It fills the can. Now take it away from the fīrē. There! It ran over a littlē.

Rōsē comes in too late. She hears what we sāy. She knows that the milk ran over. She sighs.

Let us see what she will do. We will sit down and look on. Take this stool.

She ~~lāy~~^s out the things for the meal. That ~~knīf~~^e she ~~lāy~~^s for you. The other one is ~~mīn~~^e. Now she takes the ~~ē~~^o~~l~~^s from the ~~fīr~~^e. How well she did ~~fr̄y~~^e them!

Ring for the others, now, Rō~~s~~^e. And give us some light. We cannot see to eat without it.

wing	wings	as
------	-------	----

I am a fl̄y. I can fl̄y up and down. I can light on your no~~s~~^e.

I have wings. They are not like a bird's wings. They are another kind of wings. Do you ~~know~~^e how man~~y~~^y I have?

All wings are to flȳ with. You have no wings. You cannot flȳ like me. You cannot flȳ like a bird. You cannot flȳ at all. You māy as well give up.



I have ~~ēyēs~~. They are not like your ~~ēyēs~~.

All ~~ēyēs~~ are to see with. You and I can see. We can see the birds. Can they see as well as we can?

I do not like them to see me. Some birds eat flīēs. Look at that one. He wants to make a meal of me. I will get out of the way. I māy as well do it now.

I can eat and drink. I will take a little of this milk. Did you put it here for me? Do not make me go away. I like milk as well as anything.

Now I **am** in the milk. I can not get out. M̄y wings are all wet. I cannot fl̄y. Ōh! what can I do?

The bird might as well have taken me. I can never get away from here.

be

I am a bird. I like to be up here. That boy cannot get me. He has no wings.

He wants me to sit on the railing. He māy be a good boy. He māy be as good as good can be. I do not know. Birds do not like boys.

I want that fl̄y. He is too nēār the boy. Now he is lighting on the boy's nose. The boy is l̄ying down.

There goes the flȳ. Now he is in the milk. He is wet all over. He cannot get out.



Go away from there, little boy. Let me come down. I want to get that wet flȳ.

Now the boy is getting up. He is going away. I will flȳ down and up. I will have that flȳ.

It is good to be a bird. It is good to have wings. Boys have no wings. They cannot go where we birds go.

It is well for us they cannot. Boys are not all alike. Some are good and kind. Some are not.

Girls are good and kind. They give us bread. They let us go frēþ. Do you not like them?

There is one now. Her nāmþ is Anþ. She is as kind as she can be.

Can you see me up here, Anþ? See me swing to and frō. I am swinging this way and that.

Anþ swings her can and goes on. She does not see me. Now she is out of sight.

That boy down belōw sees me. He is looking up at me. I will flȳ a way now.

think	If	if
-------	----	----

Oh, fie! what a slȳ boy you are!

It is not right to tell lies. You māy well sigh! It is mean to be sō slȳ.

Never tell lies, mȳ boy! If you do, you cannot forget them. You will think of them at night. You will think of them all your life.



Here is a boy that never tells lies. He āȳms to do right. If he fails, he tells me sō.

See how he looks. You do not hear him sighing. He has not anything mean to think of. Does he look mean?

If you tell lies, you will look mean. You will feel mean, too.

Now tell me this. How did you get sō wet? Did you fall into the rill?

How did you come to be there? Where did I tell you to go?

Yes, to Mr. Mōrø's for some seed. And did you go right there?

No; you like to play too much. Do you think you did right? Good boys never do as you did.

What a fright you have given me! You're as wet as wet can be. What am I to do with you? You'll have no mōrø play to-
night.

Do you want me to forgive you? I will if you are good. I want you to do right.

Will you do as I tell you? Do you think you can? If you do, I will forgive you.

Final k and t.

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 4.

This is a notē to Mr. Mōōrē. Mȳ mother wrōtē it. You māy have seen her sīgn her nāmē.

It is at the end of the notē. Here it is, on this līnē. Does it not look fīnē? I mean to wrītē like that.

I am going to sēal the notē. Now I will go and mail it. You māy come, too, if you like.

Come any way, for m̄y sākē. We will go this way. It takes us nēār the lākē. The lākē is a mīlē from here.

We māy meet Anā Mōōrē. If we do, I'll give her the notē.

Do you think that can be Anā? If it is, we will sit down. I have something to s̄ay to her.

Do you see that fīnē old ōāk? Nēār it, there is a good seat.

How do you do, Anā? Can you tell me what nāmē this is? Will you take the notē for me? If you will, I'll not mail it.

Let us all sit down here. This heat makes me fēēl weak. How do your fēēt fēēl, Anā? Mīnē are a littlē wet. I didn't know it be fōrē.

How is the old horse, Anā? Is he as

well as ever? Can he do all your mōwīng? Does he like to be with you? Māy I come over and see him?

I think I will, if you sāj sō. I'll come to-night if you like. It is not too late. I think sō much of the old horse!

er and ers as terminals

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 5.

Rōşø is a good mitt māker. She never fails to fit.

What is she knitting now? That is not a mitt. See, it has a heel. What a knitter you are, Rōşø!

Rōşø is a good rōwer, too. She can rōw as well as Sam.

She sings as she rōws. Did you ever hear her sing? She is a finē singer. And she can play Sam's fiſe. She is a good player. She does all things well.

She has finē manners, too. I will sāy something to her. See how she will anſwer me.

Rōse, will you sing for us? Do sing, for m̄ sāke. You can sing and knit, too. Sing "Sweet and Lōw."

See, now, how kind she is. She sings for me without making any fuss. Isn't her singing sweet? And isn't she a sweet girl?

Yes, she is. I want to be like her. I never can, I fear. I am too little to rōw. I do not know how to sing. I can be good, if I am little.

Yes, you can be good and sweet like Rōse.

than	day	corn
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Ann is an other sweet girl. She is neater than I. She never makes any litter. She never gets her feet in the mirr.

I want to be like her. I want to be neater than I am.

I can not be like Ann. Something must ail me. What do you think is the matter?

I'll tell you what it is. Ann is older than you. She is nine. You are smaller than she. You will be like her some day.

I mean to be, any how.

This is my slate. I wrote that name. It is mine. See what I make in this upper corner. It will be an ear of corn.



Now I will make
an other here be~~l~~ow.
This is the l~~o~~wer
right corner.

This is the up~~p~~er
right corner. I will
make an other ~~e~~ar
here.

Now there is one
m~~o~~re l~~o~~wer corner. I will put an ~~e~~ar
there, too.

That fills up all the in~~n~~er corners. Now
they'r~~e~~ all a like.

M~~y~~ slate has f~~o~~ur outer corners, too.
Here they are.

What m~~o~~re can I make on m~~y~~ slate?
Let me see. What day is this? I will
w~~ri~~te it here. M~~ay~~ 7.

That will not do. M̄y slate must be
neater than that. A way it goes!

Now see what I writ̄e:

The f̄ifer f̄ifes well.

The f̄l̄y er f̄l̄ies a way.

The k̄neer k̄nels down.

The m̄iller makes meal of the corn.

The m̄ower can m̄ow the grass.

The r̄aker can r̄ake it up.

The s̄ower s̄ows the seed.

The s̄inger s̄ings like a bird.

The canxer cans fruit.

The w̄riter can w̄rit̄e m̄y n̄ame.

That will do for to-day. I'll w̄rit̄e as well
as Ana some day.

I must put my slate a way, now. There
is no m̄ore day light. It will not do to
t̄ir̄e m̄y oyes.

I am a horse. M̄y ōw̄ner is a kind man.
He does not beāt me.

He gives me corn. He wants to fatten
me up. I am fatter
than the other horse.
A week ago I did
not look fat at all.



I like corn. Is that
an ōāt on the flōr?
I want that, too.

One ōāt is not much.
That will not make a fēast. I want a good
many.

The ōāt is a seed. Sō is corn. M̄y ōw̄ner
sōw̄s many kinds of seed. He sōw̄s for days
and days.

I do not go out to sōw̄. I go with him
to mōw̄. He mōw̄s grass and other things.

Some of the grass is for me. I like it. Yes, I like it as well as corn.

I make the mōwēr go. M̄y ōw̄ner makes me go. Where we go, down falls the grass. Did you ever see us mōw̄ grass? Some day, we will let you.

The boys rākø the grass up. They put it into that frāmø. I take it with me. Where do you think I take it? Do you think I know̄ the way?

I have much to do, I tell you. I have all I want to eat.

I am out at play now. I fēøl lighter without anything on me. I like to be this way. I fēøl like a bird to-day. Where are m̄y wings?

M̄y ōw̄ner is coming to seek me now. He has something for me to do.

ð	ok
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To the TEACHER. — See paragraphs 2 and 3 on page 18 of the Manual; also Phonetic List No. 6.



Is that you knöcking,
Lēigh?

It is Mr. Mörrōw, I
think.

Tell him to come
right in.

He cannot get in.
Something ails the
löck.

Well, Mr. Mörrōw can
mend it. He knows
how. He makes all
kinds of löcks. Tell
him to come in the
other way.

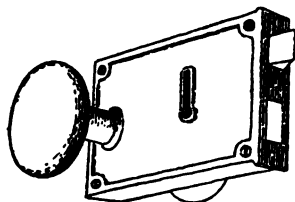
How do you do, Mr. Mörrōw? We cannot let any
one in this way. You must not let that öffend you.

Oh, no, that does not matter! I often come in the other way, you know.

You have come on the right day. We want you to do something for us. See this lock. Can you tell what ails it?

I'll take it off and see.

There! now it is off. What do you see that is not right? Is there something that does not fit?



No, I think not. It seems to be a good lock. Something is lost out of this corner. See if it is on the floor. It is a little thing like this.



Oh, here it is! Are there many things like that in the lock?

No, little girl, not many. There are four. See! they are at the four corners.

Now put the lock on. Let's see if it is all right.

There it is! See how well it locks. Does anything ail it now?

No, not a thing. It seems as good as ever. May I offer you some of this corn? I think you will like it. It is sweet and good. May wants me to go out with her, now. Good-day, Mr. Morrow.

which	could	said
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“Where is Rölðo?” said Ötðo, one day.

“Here I am,” said his little friend. “I am playing on the flōðr. I like to play in the corner.”

"Which corner are you in?" said Öttö. "Öh, now I see you! I could not see you for the röcker. Come, Röllö; föllöw me. We will go down to the röcks. Do you like to be nēār the water?"

"Yes," said Röllö. "I like it mōrē than playing here. I'll take öff mȳ sōcks. I'll give mȳ fēēt a good wetting. There are mōrē ways than one to go. Which will you take? We must not get löst, you know. Could we go down this lānē?"

"We'll go this way to-day," said Öttö. "I want to see how the corn is doing."



"Öh! there is a littlē snākē!" said Röllö. "See how it snēaks away in the grass. Could it do anything to us?"

"I do not know," said Öttö. "We will let it alōnē, and it will let us alōnē. Here we are at the corn. Let us see if it is sweēt. Here are some finē ēars. Which will you take?"

"This one," said Röllö. "Yes, it is sweēter than Mr. Mōrē's corn. Now let us go on."



"The röcks are belöw there," said Ötjö. "You could not get there without me."

The littlë boys ran down to the water. They sat on the röcks. Röllö put his fēet into the water. Ötjö ate some of the sweet corn. They could see the minnöws in the water.

Final p.

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 7.

Well, Röllö! Slēeping in the day-timë! And ly^{ing} all in a heāp, too! Come, get up. Where are your eyës? Öpen them and let me see.

Look at the sheēp. See how that lamb can lēāp. Do you see the rēāpers? Do they slēep in the day-timë? Could you do what they are doing?

There are some boys, too. One of them is Ötjö. Can you tell which? Here he comes with some corn. It is for supper.

Is the corn rīpë, Ötjö?



Yes, I suppose so.

Where did you get it?

Down that slope where Mat is. He told me how much to take. He said I must take all this. It is too much. See how it makes me stoop.

Lay it down there. Let's have a römp with the lambs. What a fine flock we have!

What an uproar you are making, Ötö! What is the matter?



That old ram wants to knöck me over.
Which old ram do you mean? Let him
alōnə. If you do, he will let you alōnə.
Take up your corn, now, and come a way.

but	arm	hand
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The ram did not butŧ Ötŧə. But Ötŧə could not
take all the corn.

"There is too much for your litŧə arms. We will
take some for you," said Anŧ. "Here, Rölŧə, take
some in your arms. There! that will do. I will take
the other ēŧŧə. See, I have mŧ hands full. Now
be öff. I will föllöŧŧ you."

The boys ran down the slōpə.

"I'll get to mother befōŧə you," said Ötŧə. But he
could not. Which do you think beat?

"Here is some corn, mother," said Rölŧə. "Take
it out of mŧ arms. Ötŧə has his arms full, too. He
could not take it all. Anŧ has her hands full. It
is all for supper."

"See me take this lēf ōff," said Ōtō.
 "Let's take them all ōff."

"That is not a lēf," said mother.
 "Anā will tell you what it is. But look
 at your hands, Ōtō. Are they fit to
handlē the corn with?"

"Ōh, no!" said Ōtō. "I did not know
 how they look. They want water."

"Yes, and your hands want some, too,
Rōlō. Where is the sōp?"



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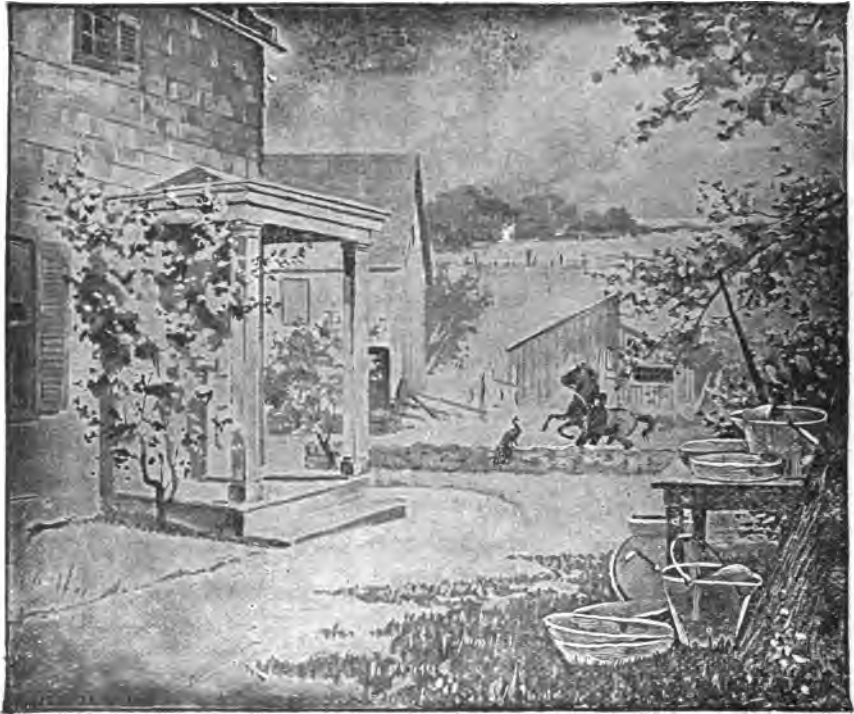
TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 8.

Mr. Butler is a farmer. He has good butter for
sāle. See the milk pails and pans. The pails have
handlēs. The pans are without any.

What does Mr. Butler plant? Yes, pōp-corn and
rye and grass. Can you tell me some other things?

Ōh yes. He nas pēas and beas, too. What do
 you think he is going to do?

He is going to tie the horse to the post. The horse tries to get away.



It is raining. We must go in. Yes, it is raining more and more. See the rain falling on the stones. How it patters! Now it is pouring. See the water come out of the spout.

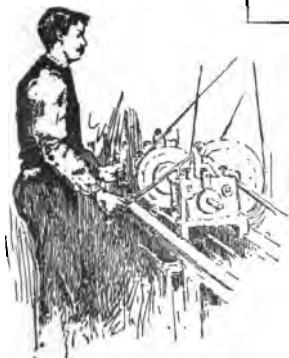
Now we will look out at the rain.

No, look here. I want you to see Pöll. Did you hear her spēak? What is she sāying? Pöll likes you to prāyse her. If you do not, she will not like you. Sō now you know what to do.

I like to tend her. She is sō tāmē. I tr̄y to be kind to her. Prāy do not tēasē her. Plēasē sāy something for us, Pöll. Can you see the rān? Do you know Mr. Butler? Did you see how he ran in with the horse? Here he comes, now. Spēak to him, Pöll. Sāy "How do you do, Mr. Butler?"



who	his	work
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Who is this?

This is Mr. Pratt. He is at work making buttons.

Did you say butter?

No, no; I said buttons. What ails your littlē ēars?



And who is this?

This is Mr. Butler. He is a farmer. He plants and reaps. He works that we may eat.

Bread comes from the seed he plants. Do you know how?

Do you know who this is?

Yes, that is Mr. Pōst. He is a pōtter. Do you think he makes pōts? Well he does. He makes plates, too, and many other things. We eat and drink from them. Mr. Pōst does good work for us.



Do you know any one who can pāint?

Yes; Mr. Lamb can pāint. That is the way he spends all his tīme. Sometimes he pāints his hands. He does not mean to. See, there is pāint on his nose, now. How it makes him look!



Is this a stōrø?

Yes; this is Mr. Meeks' stōrø.
The pāpers you see are his, too.
They are for sālø.

Is it work to ðwn a stōrø?

No, ðwning a stōrø is not work.
But ðwning is not all there is to
do. There is much work in a stōrø. Mr. Meeks
makes his work pāy well.



What other kinds of work are there?

Øh, many, many kinds. All of us must work. That
is what arms and hands are for. Yes, and øyes and
ēars, too. Let us all tr̥y to work well.

saw	by	each
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I have come from the lākø.

I saw a trāin standing there. I saw the pēople
get øff, one by one. I saw others standing by. I
saw them beførø I saw the trāin. Many of them
spøkø to one another.

"I have come to meet Ann," said one. "She will be here by and by. She will come on this train."

"I do not know Ann!" said another. "Who is she?"

"A friend of mine," was the answer.

"She works too much. It makes



her ill to do so.

She is coming here to get well."

"How late the train is! It is not in sight. Let us each eat a peach. Reach over here and get one. Whom are you to meet?"

"M̄y mother."

"And you, Mr. Butts? Are you looking for some one?"

"Yes," said Mr. Butts, raising his eyes. "Each of us is to meet some one, I suppose. I am looking for a little girl. I have never seen her. She will have a rose in each hand. That is how I am

to know her. Her nāmē is Māy Wells. There! did you not hear the trāṇ coming?"

"Yes, it must be nēār us by this tīmē," said another man. "I see the smōkē over the trēēs. Now the trāṇ is in plāṇ sight."

We saw the trāṇ rōll up. Mr. Butts saw Māy get off. She did have a rōsē in each hand. She did not seem well. It māy do her good to be here. I saw her go away with Mr. Butts.

Each one saw his frīend get off. Each said "How do you do?" Each put out his hand with a smīlē.

They did not stōp to spēak much. "Come," said Ann's frīend. "Do not let us tīrē out the horses. Let us go right away. By and by it will rāṇ."

And it did rāṇ, I tell you! But I beāt the rāṇ. I ran all the way from the lākē. Now I want something to eat. I fēel as if I could eat you.



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TO THE TEACHER.— See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 9.

That is Mr. Pratt's old cow. He calls her Kate. She is lying on the grass-plot. Tom Pratt put her there. I saw him tie her up.



The other cattle are in the lot. The colt is there, too. They are all eating clover. The lot is down by the crēek.

Did the cow lie right down?

Oh, no. She ate standing up for a time. I saw her try to get away. But she could not, for the rope. Tom saw to that.

Do cows ever work?

Well, not as we do. We have arms and hands to work with. The cow has no arms and hands. But she gives us milk. Her work is to eat and make milk. We could not well do without that; could we?

No; and we could not do without the cream. We make butter of it. So the cow gives us butter, too, doesn't she? Are milk and butter all that we get from the cow?

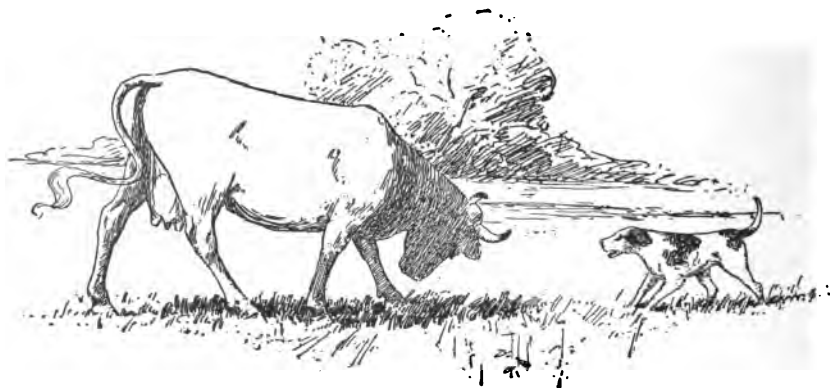
Oh, no. Look down at your toes. What keeps them from getting cold?

Oh, I know what you mean. Mr. Butler sold them to you for me. He knows how to make them. He makes them of cow's skin. He has to tan the skin. Is that all that we get from cows?

No; where did this comb come from?

Let the dog see it. He could tell if he could speak. He likes to tease old Kate. Kate is cross to him. I saw her tear him the other day. Here, Jack, you seam! Let me teach you something.

Who likes to ~~tēase~~ old Kate? Can you tell us where this ~~eōmþ~~ ~~eāmē~~ from? Does it look like anything Kate has? What did she make you ~~fēl~~ on Friday? Do you ~~kēp~~ away from her now-a-days? Do you think she wants to kill you?



Never ~~fēar~~! She cannot reach you here. But do not go too ~~clōse~~ to her. It is not ~~sāfē~~ to do sō. Kēp away from all cows. That is all they want dogs to do. By and by you will ~~know~~ that.

Let Jack ~~alōne~~. Dogs do not ~~know~~ anything of ~~eōmþs~~. But they like beef. That is the meat of cows. And they eat tripe. That comes from cows, too.

were	heard	was
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An̄ and Kate were out at play. It was a clēār fall day. They were looking up at the skȳ. They saw something flȳ over the trēēs. It lit on an old ōāk. They heard it sing. What do you suppōsē it was? Have you ever heard one sing?

“Ōh, look at that!” said An̄. “And do hear it! Have you ever heard anything sō sweēt?”

“Ōh, yes,” said Kate. “I have heard it many tīmes. Could you trill like that?”

“You know I could not,” said An̄. “Mȳ sing-ing is that of a girl. There! The sweēt thing has flōwn away. Now let us sing a littlē. I will teach you how.”



The girls sat down on a stōnē. Mr. Crānē saw them sitting there. He heard them singing.

"How well Anā is gettīng!" he said.

"Yes," said Kate's mother. "It did her good to come here. How pālē she was the day she cāmē!"

"But her āchēs and pāiņs seem to be all over. And she eats mōrē than she did. Here she comes with Kate. How do you fēēl to-day, Anā?"

"Ōh, I am doing well," said Anā. "You are alī sō kind to me. And I can look at the ōpēn skȳ here I cannot see much of it at mother's. They have sōft eōāl there. That makes too much smōkē. The skȳ is never clēār."

"Does it look like rāiņ there?" said Kate.

"Yes, mōst of the tīmē," said Anā. "Cōkē does not make much smōkē. It makes a clēār firē. It gives good heat, too. And it does not cōst much."

"What were you singing?" said Kate's mother. "I heard you here, but I could not tell."

"Ōh, we were trying to trill. Anā was teaching me," said Kate. "She is a finē teacher."

"Well, it is supper tīmē now," said her mother. "Let us have some cākē and tēā."



MAY AND HER PETS.

L. Knauss.

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